DOCUMENT RESUME

ED 390 553 CS 012 571

AUTHOR Angeletti, Nancy; And Others
TITLE Improving Elementary Students' Attitudes toward Recreational Reading.
PUB DATE May 95
NOTE 70p.; M.A. Action Research Project, Saint Xavier University.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Action Research; *Instructional Effectiveness; Parent Attitudes; Primary Education; Reading Aloud to Others; *Reading Attitudes; *Reading Improvement; Reading Motivation; Reading Research; *Recreational Reading; *Student Attitudes; Teacher Attitudes; Whole Language Approach
IDENTIFIERS Illinois (Chicago Suburbs)

ABSTRACT

This paper describes a program intended to motivate elementary students to read for recreational purposes. The targeted population consists of first-, second-, and third-grade students in a growing middle class community located in the south suburban area of Chicago, Illinois. The problem of students' attitudes toward recreational reading was documented through student and parent surveys, and teacher anecdotal records and observations. Analysis of probable cause data indicated that overload in school curriculum, parental values of recreational reading, modern technology, and available resources correlated with the amount of time students spent reading for pleasure. A review of solution strategies in accordance with the problem setting results in the selection of four main interventions: daily read-alouds to students, a reading workshop, a classroom library corner, and literature-based activities. Student attitude toward recreational reading in school increased significantly, but the action plan had little impact on student attitude toward recreational reading outside school. (Contains 24 references and 12 figures of data. Appendices present survey instruments, a sample classroom library book collection, survey data, sample journals, and a 13-item bibliography.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 398 553

IMPROVING ELEMENTARY STUDENTS' ATTITUDES TOWARD RECREATIONAL READING

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Nancy Angeletti
Carita Hall
Eileen Warmac

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

An Action Research Project Submitted to the Graduate Faculty of the School of Education in partial fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRS/Skylight

Field-Based Master's Program

Chicago Illinois

May 1996

CS 012571

BEST COPY AVAILABLE

SIGNATURE PAGE

This project was approved by

Holly D. Markley
Advisor

Elaine M. Stapleton
Advisor

Teresa Stirling
Dean, School of Education

Abstract

Authors Nancy Angeletti
Carita Hall
Eileen Warmac

Site: Tinley I

Date: May 1, 1996

Title: Improving Students' Attitudes Toward Recreational Reading

This report describes a program to motivate elementary students to read for recreational purposes. The targeted population consists of first, second and third grade students in a growing middle class community, located in the south suburban area of Chicago. The problem of students' attitudes toward recreational reading was documented through student and parent surveys, and teacher anecdotal records and observations.

Analysis of probable cause data indicated that over load in school curriculum, parental values of recreational reading, modern technology, and available resources correlated with the amount of time students spent reading for pleasure.

A review of solution strategies suggested by researchers in accordance with the problem setting, resulted in the selection of four main interventions: daily read-alouds to students, reading workshop, classroom library corner, and literature-based activities.

TABLE OF CONTENTS

ABSTRACT i

CHAPTER 1-PROBLEM STATEMENT AND CONTEXT 1

General Statement of Problem 1

Immediate problem Context 1

The Surrounding Community 4

National and Regional Context 6

CHAPTER 2-PROBLEM DOCUMENTATION 7

Problem Evidence 7

Probable Cause 13

CHAPTER 3-THE SOLUTION STRATEGY 17

Review of the Literature 17

Project Outcomes and Solution Components 22

Action Plan for the Intervention 23

Methods of Assessment 26

CHAPTER 4-PROJECT RESULTS 27

Historical Description of Intervention 27

Presentation of Analysis of Result 32

Conclusions and Recommendations 39

REFERENCES 44

APPENDIXES

Appendix A 46

Appendix B 48

TABLE OF CONTENTS (Continued)

Appendix C 49
Appendix D 50
Appendix E 51
Appendix F 52
Appendix G 53
Appendix H 57
Appendix I 58
Appendix J 60
Appendix K 61
Appendix L 63

Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

The targeted primary-grade students have negative attitudes toward recreational reading. Evidence that this problem exists includes student surveys, parent surveys, and anecdotal records.

Immediate problem Context

The school's population consists of 439 students in grades kindergarten through six (K-6) who live in a suburban middle-class community. Student population is predominantly White, non-Hispanic with less than 1% Black non-Hispanic, Asian/Pacific Islander, and Hispanic. Less than 1% of the school population is made up of limited-English-proficient students. The school attendance rate is 95%. Student mobility rate (students in grades three to six who have attended less than two full years) is 11%. Less than six percent of the student populace come from low-income families (State School Improvement Team, 1994). The average class size is 22 students, and student-teacher ratio is 19:1 (Community Consolidated School District 146, 1994).

One principal is responsible for the overall administration of the school. Primary duties include staff development and evaluation, communication between school staff, community, students, superintendent, and board of education, and preparation of school

budget. The principal conducts staff meetings and inservices, maintains knowledge of current educational trends, and supervises the maintenance of buildings and grounds.

The majority of the school's staff is comprised of White females who have an average of 15 years of teaching. Sixty-three percent of the teachers hold a Bachelor's degree, and 38% a Master's degree. There are 12 regular education teachers, 16 special service teachers, and a full-time music and physical education teacher.

In 1961 the single story brick building was erected and has since had two additions to accommodate the growing community. Presently, there are 19 classrooms, a media center, computer lab, gymnasium/multipurpose room, two special service offices, a faculty lounge, and main office including a nurse's room and principal's room.

There are six schools in this community consolidated school district which serves 2,463 students from three municipalities. The operating expenditure per student in the district is $4, 897.00. Student-administrator ratio is 224.1 in comparison to the state average of 262.1. Pay for administration is $6,000.00, more than the state average (State School Report card, 1994).

According to the Illinois Goal Assessment Program (IGAP) test scores, the district compared favorably to the rest of the state in academic achievement. For each of the five areas tested (reading, writing, math, science, and social science), the district had a higher percentage of students meeting and/or exceeding the state goals. The district ranged from 3% higher in reading to 8% higher in social science (State School Report Card, 1994). Even though the district's IGAP scores exceed state averages in all core areas, 22% of the

areas, 22% of the school's third grade students did not meet state reading goals (Community Consolidate School District 146, 1994)

The school district has been actively involved in Education 2000 since 1992. Education 2000 (ED 2000) is a process that involves community and school support personnel in redesigning the school system for the 21st century. School staff and community member research and input combined to formulate the philosophy and design for change of ED 2000 (State School Improvement Team, 1994)

To meet the needs of a diverse student population, the school's academic curriculum includes both a gifted and full-inclusion program. Twenty percent of the school's student population is involved in the Opportunities and Resources for Enrichment program (ORE). ORE is a flexible gifted program designed to meet the needs of proficient students. District 146 has incorporate a full inclusion program since 1992. At present 19% of the school's student population receives special education services (State School Improvement Team, 1994)

The academic program in grades kindergarten through three employs a whole language approach to reading which is supplemented with basal readers. An average of 90 minutes per day is spent on reading instruction. A language-based math program known as Mimosa is used in the primary grades. Mimosa emphasizes problem solving skills and active mathematical exploration. In addition to teaching reading and math, the classroom teacher is responsible for teaching science, social studies, health, art, and computer education. Students receive 60 minutes of physical education and music each week.

Parents actively support the reading curriculum through Parent Teacher Organization (PTO). The PTO funds and runs the school's Accelerated Reader Program (AR). AR is designed to encourage students to participate in recreational reading. Students read a book on the AR list and then take a computerized comprehension test covering material in the book. Students are awarded points for passing tests and exchange these points for prizes and privileges. The PTO also runs the school's Eagle Ink book publication program, hosts annual book fairs, and distributes trade books to each child on his/her birthday.

The Surrounding Community

The elementary school is located in the south suburban community of Tinley Park and has a population of 43, 277 residents. Eighty-seven percent of the community's populace is White, 10% Black, 5% Hispanic, and 2% other. Ninety-six percent of the community's population is above the poverty level. There are 14,141 families residing in the village of Tinley Park with an average yearly income of $54,725. The average home costs 100,000 to 150,000. Thirty-three percent of the residents in the community are high school graduates, and 26% have had some post high school education. Seven percent of the populace possess associate degrees, 13% bachelor degrees, and 5% graduate degrees. Sixty percent of school-age children in Tinley Park are enrolled in public education.

National and Regional Context

Research conducted on recreational reading over the past two decades documents a correlation between recreational reading and reading achievement. Anderson, Wilson,

and Fielding (1988) state that of all the different ways that children spend their leisure time, reading books was the best way to predict and increase in reading achievement. On most days children spend little time reading for pleasure. In one study conducted by Anderson et al. (1985) 6th grade students were surveyed on how they spent their free time outside of school. This survey revealed:

> 50% of the children read books for an average of four minutes per day or less, 30% read two minutes per day or less, and fully 10% never reported reading any book on any day. For the majority of the children, reading from books occupied 1% of their free time, or less. In contrast, the children averaged 130 minutes a day watching TV, or about one third of the time between the end of school and going to sleep (pg. 53)

According to Hedelin and Sjoberg (as cited in Berliner, et al., 1985) achievement is influenced by attitude as well as ability. "It is a well-known psychological principle that attitude influences a person's choice of activities as well as effort and persistence at tasks" (p. 126). Henk and Melnick state that children who feel successful in school have high self-esteem and achievement as well as a positive attitude toward school and reading. Consequently, students who have negative attitudes toward school and reading generally experience lower achievement in school and avoid reading for pleasure (1995).

In 1983, The National Academy of Education and the National Institute of Education organized the Commission on Reading to address the nation's reading concerns. Two years later Becoming a Nation of Readers: The Report of the Commission on Reading, was published. In this report current reading knowledge and state of the art

techniques and practices in teaching reading are presented and interpreted by leading experts (Anderson et al., 1985). Seventeen recommendations were cited by the commission as conditions likely to promote life-long readers. The following research ideas support this premise:

- Parents should support school-aged children's continued growth as readers.
- Teachers should create and maintain a classroom environment that is both stimulating and disciplined.
- Teachers should increase the amount of time devoted to comprehension instruction.
- Children should increase the amount of independent reading time.
- Schools should adopt a curriculum that supports and enriches reading.
- Schools should maintain well-stocked and managed libraries.
- Schools should introduce more comprehensive reading and writing assignments.
- Districts should improve and lengthen teacher education programs.

To become avid readers, children need to experience a combination of conscientious parenting, innovative teaching, and effective schooling. A conglomerate of these elements work together to build a nation of readers. (Anderson et al, 1985).

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

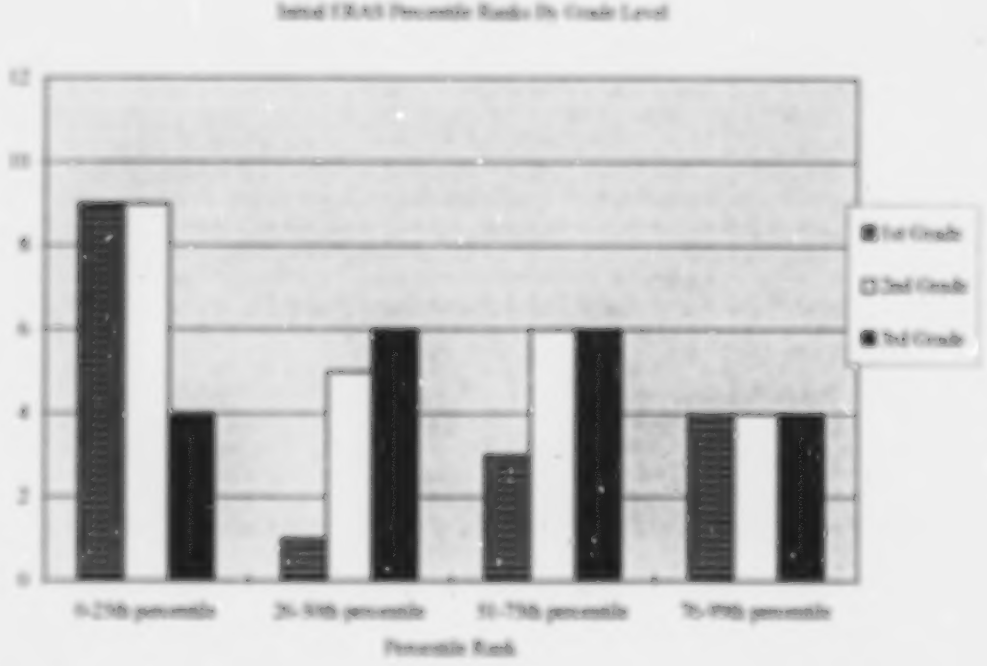
In order to document student attitude toward recreational reading, student, parent, and teacher surveys, as well as anecdotal records were noted. The 66 students in the targeted 1st, 2nd, and 3rd grade classes were subject to these data collections.

Students in the three targeted classrooms completed an Elementary Reading Attitude Survey (ERAS) developed by Kear and McKenna (1990) (Appendix A). ERAS is a quantitative group survey intended to measure student attitude toward both recreational and academic reading. This multiple choice survey uses a pictorial format which made it applicable to all three target groups. ERAS' easy to use, comic strip survey was administered in approximately 15 minutes using a whole-class approach. As the teacher read each question aloud, children responded by circling one of four Garfield expressions ranging from very happy (four points) to very upset (one point). ERAS provides a scoring sheet which converts each child's raw score into a percentile rank. The results of the initial ERAS for all three target groups are presented in Figure 1.

As shown in Figure 1, 58% of 1st and 2nd graders and 50 % of 3rd graders polled, scored below the 51st percentile rank on the ERAS. None that 50% of the targeted 1st grade class scored below the 26th percentile rank. Furthermore, 23% of first graders, 40% of second graders, and 20% of third graders polled, scored in the 76th and above

percentile rank of student attitude toward recreational reading. Class composite scores calculated, reveal that all targeted classrooms are below the national average with 1st grade scoring in the 12th percentile, 2nd grade in the 37th percentile, and 3rd grade in the 38th percentile.

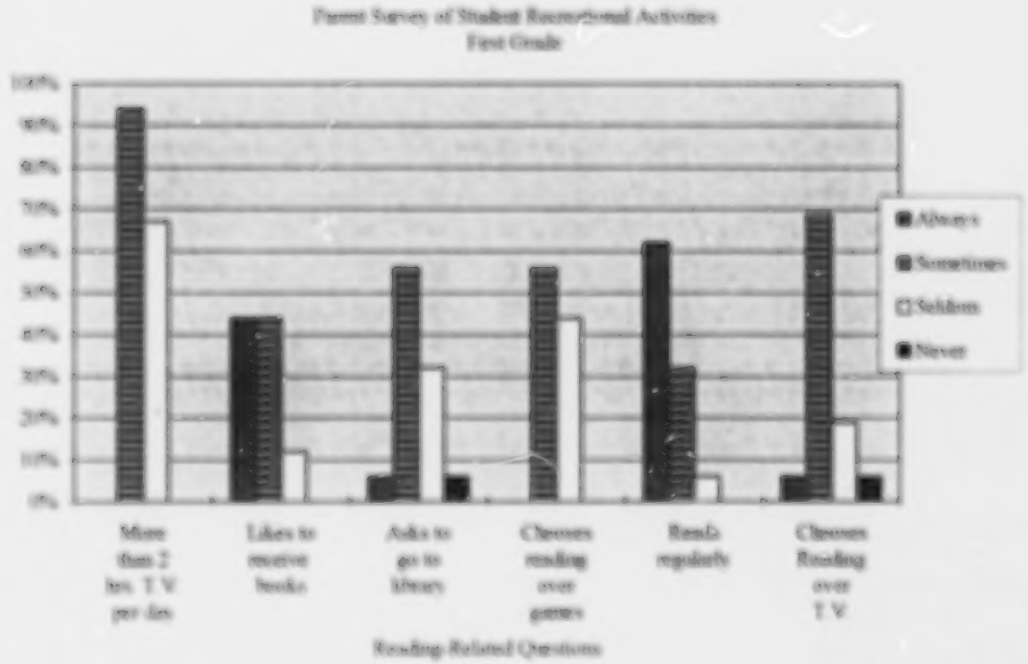
Figure 1



Parents of students in the targeted classrooms were also surveyed (Appendix B & C). The parent survey was designed in a chart format. Parents were asked to mark one of four boxes to answer each question. The questions ranked from four ("Always") to one ("Never"), with four being the most positive response and one being the most negative

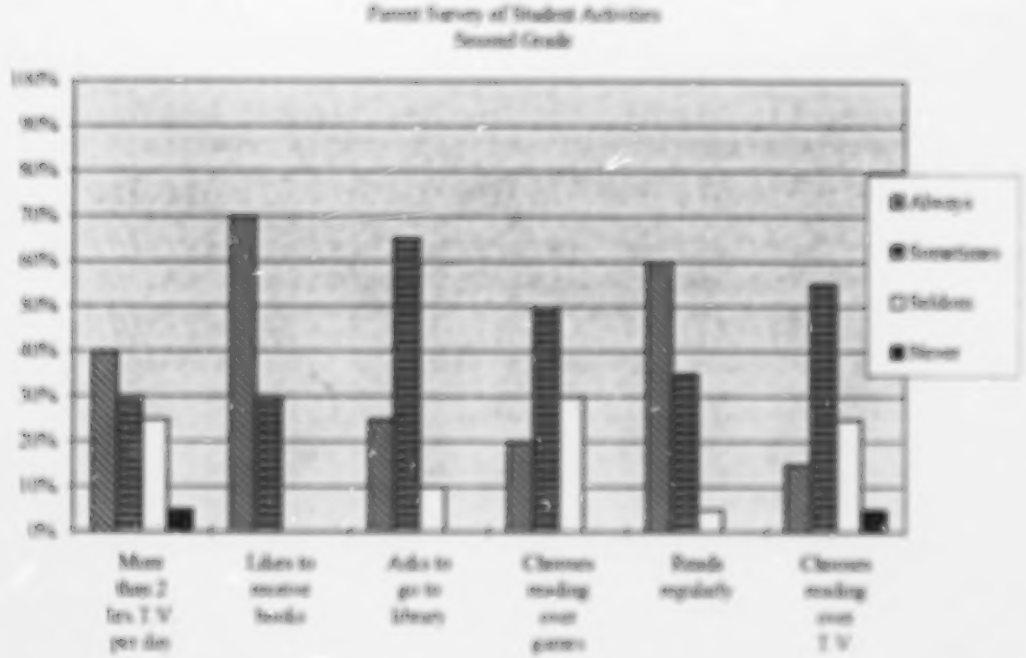
Fifty-four of the 66 parents polled, responded to the initial parent survey. The results of the initial parent surveys are shown in Figures 2, 3, and 4.

Figure 2



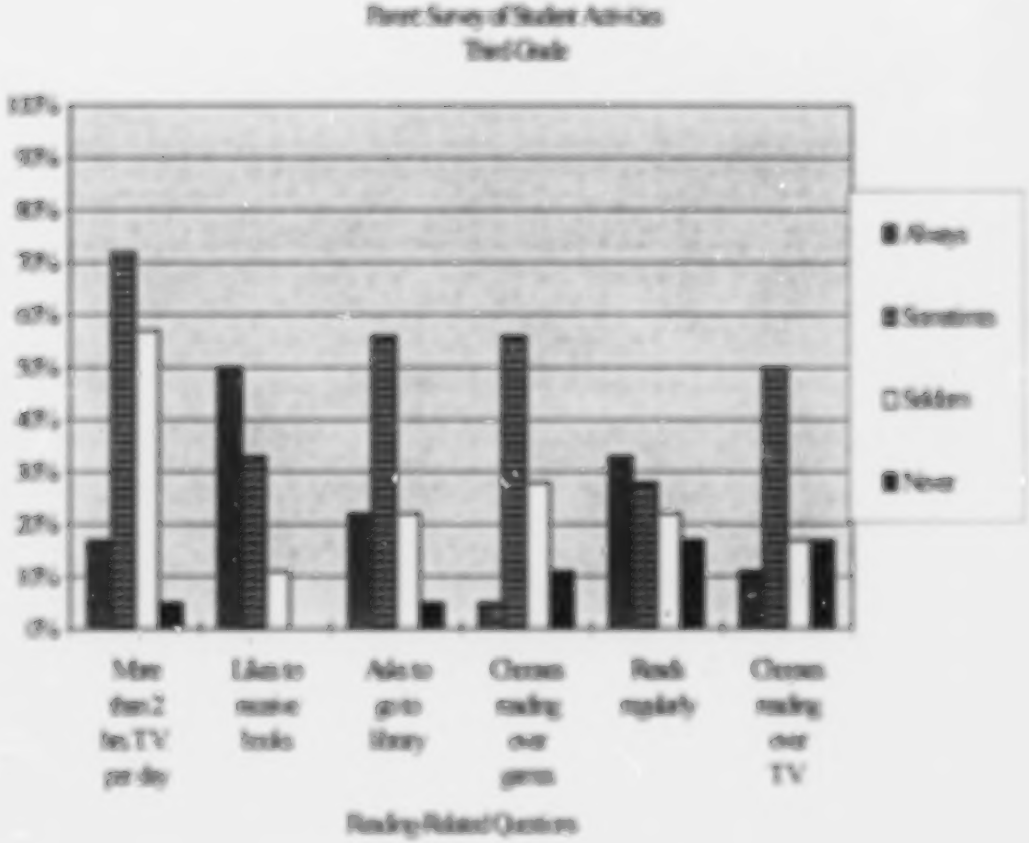
As shown in Figure 2, results of the initial first grade parent survey indicated that 94% of the children sometimes watched more than two hours of television per night. A total of 88% of the children always or sometimes asked for a book as a gift. Almost half of parents surveyed stated that their child would rather play games than read. In contrast, 68% stated that their child enjoyed reading over television.

Figure 3



As shown in Figure 3, parents of the targeted 2nd grade class revealed that nearly three-fourths of the class always or sometimes watch more than two hours of television per day. Thirty percent of the children seldom or never choose reading over television. More than half of the students read on a regular basis and would like to receive a book for a gift. Parents stated that almost three-quarters of the children always enjoy receiving books for gifts, but less than one-quarter would always choose reading books over playing games. Furthermore, 10% parents of parents polled stated that their children seldom request to visit the library.

Figure 4



As shown in Figure 4, 3rd grade parents stated that 90% of the children always or sometimes spend more than two hours watching television. Only half of the targeted 3rd grade class read on a regular basis, and only about one-tenth of the children always choose reading over television. Finally, half of parents polled reported that their children enjoyed receiving books for gifts, yet less than one quarter of the children seldom or never request to visit the library.

A "Teacher Survey" (Appendix E & F) given to the instructors at the targeted school revealed a positive attitude toward recreational reading activities in the classroom. The survey investigated teacher attitude toward recreational reading activities and frequency of occurrence in the classroom.

Figure 5

Teacher Survey

	Daily	3 times a week	Less than 3 times a week	Never
I read aloud to my class	46%	30%	23%	
I find time to read at home	77%	23%	0	
My students keep a reading journal	30%	15%	30%	23%

	Strongly agree	Agree	Disagree	Strongly disagree
Reading aloud to children is an essential part of the curriculum	85%	15%		
SSR is a beneficial reading program to incorporate in the curriculum	70%	30%		

	Yes	No
Classroom library contain at least 4 books per child	92%	8%
Classroom is equipped with a library corner	85%	15%

The results of the teacher survey, shown in Figure 5, reveal that nearly half of the respondents read daily to students, and the majority acknowledged daily read-aloud

programs and Sustained Silent Reading as essential components of the curriculum. Nearly all of the teachers (92%) reported having at least four classroom library books available per child. The majority of the teachers (85%) indicated having a classroom library.

Probable Cause

Several underlying causes for negative student attitude towards recreational reading has been proposed in the literature. Personal confidence in reading abilities, parent and teacher influence, social and economic factors, and television and electronic entertainment are among the elements identified to affect student attitude toward recreational reading.

Educators have found a correlation between how children feel about themselves as readers and their attitudes about reading. Children's attitudes toward reading, both academic and recreation, affect the amount of time spent reading. Children who have had negative experiences with reading are less likely to engage in reading than children who have had positive experiences (O'Flavahan et al., as cited in Koskinen, 1993). Furthermore, children who consider themselves good readers are more likely to engage in recreational reading than children who do not. Henk & Melnick (1995) stated:

> We now know with greater certainty that children who have made positive associations with reading tend to read more often, for longer periods of time, and with greater intensity....At the same time, we know that when children feel negatively about reading, their achievement tends to suffer (p.470).

Anderson, Wilson, and Fielding's (1988) study of children's recreational reading supports that a correlation exists between the amount of time a child spends reading books

and the child's reading proficiency. If a child is not an efficient reader, he or she will not choose to read books for enjoyment, reading becomes a cumbersome task.

Greaney (1986) suggests that the "home environment can influence both the level of reading skills and children's leisure reading habits" (p. 817). Children's attitudes toward recreational reading originates in the home. Children who come from homes where parents value leisure reading and provide appropriate reading material read more than children who do not. Parental influence on reading varies with the children's ages. Young children's attitude toward reading is greatly impacted by parents. Whereas, Peer groups tend to have a greater influence on older children.

Social, economic, and cultural factors influence the amount of reading children engage in on a regular basis. Some working class and single parent families have little income or time to devote to reading with their children. Often children must look after younger siblings and attend to other responsibilities. In some cultures, reading is frowned upon because it does not involve the children socially. It is commonplace to believe the obligation for teaching reading is the sole responsibility of the schools (Greaney 1986).

Gunderson (1976) states that "approximately one-third of the children in our classrooms continue to fail to become competent readers" (p.370). Language, motivation, and materials are part of the complex problem. The language used in many school reading materials is very different from the language children hear at home or on television. "In 95% of our schools the basal readers is the reading program" (Gunderson, 1976, p. 371). Basal readers have controlled vocabulary and often use multiple meanings of words that

the novice reader does not comprehend. Some stories are difficult for the children to associate with, thus promoting boredom, apathy, and behavior problems.

Reading has two major purposes to inform and entertain (Gunderson, 1976). Teachers tend to focus on reading books for information rather than entertainment. Generally, reading comic books, magazines, library books, and paper backs are discouraged in the classroom. Due to an overloaded curriculum and lack of time, children are seldom seen reading for enjoyment in the classroom. Grade level outcomes, district policies, state mandates, and standardized tests force teachers to adhere to the curriculum.

Reading aloud to students and independent reading time are often overlooked by teachers due to feelings of guilt and anxiety from not practicing reading skills. "It is not surprising that we [teachers] feel sandwiched between what we know we must do to promote lifetime literacy and what we consider to be less important demands that fragment teaching and learning" (Sancore, 1992, p 475). Teachers need more freedom to choose reading materials, strategies, and curriculum outcomes.

Routzel and Hollingsworth (as noted in Barnett & Irwin, 1994) found that nearly three-quarters of allotted reading time is being spent on skill instruction. Students spend less than 10 minutes per day reading. In essence, we are teaching our students how to read, but not giving them time to practice and nurture the skill.

In a study conducted by Morrow (1985) teachers considered voluntary reading important, but ranked it much lower than reading skills. They felt there was not enough time to spend encouraging recreational reading habits in school. If teachers aren't taking

the time to promote recreational reading, they are sending a negative message to students that reading is not important or worth the time required.

Howard (1993) states that teachers, especially of young readers, are essential in developing student attitude toward reading. Teachers need to make time to promote recreational reading in and out of the classroom to have a positive impact on students.

The amount of television a child watches is also related to the amount of reading a child does. Trelease (1995) states that nearly half of school-aged children have television sets in their bedrooms. The more hours spent watching television, the fewer minutes spent reading. Children who spend empty hours watching TV or listening to the radio, read less than children who are actually involved in school sports and outside activities.

Morrow and Weinstein (1986) also note "the attraction of electronic entertainment is undoubtedly one reason for the low level of voluntary reading among the young. Another factor may be that most school-based reading programs are skills-orientated and provide little opportunity for students to read for enjoyment" (Morrow et al., p.332). Often, electronic games are more appealing to children than reading books. The sophisticated graphics and sound effects of electronic games and computer systems combined with active interaction, stimulate and intrigue children's interest. When compared to modern technology, some view books as prehistoric entertainment.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

The examination of the literature on improving students' attitudes toward recreational reading revealed many recommended strategies. These strategies include making reading materials readily available for children's use, reading aloud to children, providing classroom time for uninterrupted free-choice reading, and emphasizing literature-related activities in the classroom.

According to Bissett and Powell (as cited in Morrow 1987) when literature is present and readily available in classrooms, children will read twice as many books as children in classrooms without literature collections. Recreational reading increases greatly when books are accessible to children at school and at home (Morrow, 1987).

Classrooms with attractive and inviting library corners equipped with comfortable seating increase children's interest in literature and time spent reading for pleasure. On an average, in classrooms where library corners are not as well designed, less than three children visit these areas per day (Coody et al., as stated in Morrow 1987).

Morrow and Sharkey (1993) define a well-designed classroom library corner as, "a quiet area of the classroom containing open faced books for featured books...pillows, rugs, stuffed animals, and rocking chairs to add comfort to the area...[with] manipulatives such as felt boards and taped stories with headsets available for children's use" (p.143).

Stocking library corners with interactive material and interesting books strengthens reading skills and allows children to experience the pleasures of reading.

According to Fractor et al. (1993) a classroom library is "a key factor for building a community of readers in the classroom. [the library] must be well designed to entice children to read when given the opportunity of selecting from a variety of classroom activities" (p. 477). Merely displaying books is not enough to promote voluntary reading. A classroom library needs to be a warm, cozy area which lures children in and allows them to experience the magic of literature.

Routman (cited in Fractor, 1993) stated that physical features of the classroom library can affect the amount of time children spend reading for pleasure. An effective classroom library is one that is partitioned and private and located in a focal area of the classroom. It is equipped with comfortable seating and provides room for up to five to six children. In this library there are at least five to six books per child with a variety of genres and reading levels available. The books are systematically organized on shelves and literature-orientated displays and props decorate the area (p. 478).

Physical organization of a classroom library is one step to take to increase the amount of time children spend reading for pleasure, however the physical make-up of a classroom library alone is not enough to produce avid readers. A combination of home and classroom experiences with literature also influence children's attitudes toward books.

Anderson et al. (1985) state that children acquire knowledge about written and spoken language before school instruction begins. Reading knowledge begins in the home. The prior knowledge that students come to school with is the cornerstone on

which all learning is built. Parents can provide experiences for children to increase the probability of reading success in school. Family outings and vacations, are important experiences that some children are fortunate to bring to school with them. These rich experiences are avenues, if accessed by parents, that lead to good discussions between parent and child. Rich experiences and oral language development are key factors influencing student success in reading and other school subjects. The authors also note:

> The single most important activity for building knowledge required for eventual success in reading is reading aloud to children. the benefits are greatest when the child is an active participant, engaging in discussions about stories, learning to identify letters and words, and talking about the meaning of words (p. 23).

Children who are read to by parents have significant advantages over children who are not. Parents can increase the quality of read-alouds by asking high-level questions related to stories and experiences. If used properly, reading aloud to children is one of the richest learning experiences available. It allows children to experience written language simultaneously with oral language. Trelease (1995) notes that:

> Extensive research has proven that reading aloud to a child is the single most important factor in raising a reader. It is also the best kept secret in American Education. This inexpensive and pleasurable fifteen minutes a day-either at home or in the classroom-is more effective than worksheets or any other method of reading instruction (p. xii-xiii).

Reading aloud to children is free advertisement for promoting the joy of reading. It costs nothing, but it's worth everything. When parents devote a few minutes a day to

reading to their children, they are providing them with future academic success as well as a love of literature.

Reading aloud to children is more beneficial than most parents and educators believe. Not only does it promote literature, it enhances reading skills by increasing listening comprehension, active vocabulary, and decoding skills. Reading aloud to children allows them to experience books that are above their reading levels, thus stimulating interest toward reading (Butler, 1980).

Charlotte Huck (cited in Avery, 1993) wrote "If you want to develop readers you have to read to children, give them time to read real books and opportunity to discuss them, respond to them, and value them." (pg. 277). Parents and classroom teachers become role models for readers when they read to children. It is essential to incorporate a read-aloud program in the classroom and to provide time for students to engage in recreational reading activities in school.

A way to promote recreational reading in the classroom is to integrate a Sustained Silent Reading program. Sustained Silent Reading (SSR) is a program which promotes voluntary reading. SSR is a very powerful teaching tool that is often overlooked by educators. SSR provides time in the classroom for students to experience the pleasures of uninterrupted reading. Generally, a minimum of 15 minutes is set aside for each SSR session. Morrow (1985) describes an ideal SSR program as one in which:

> Children and all other persons in a school--teachers, custodians, secretaries, and administrators--select a book to read quietly and simultaneously for 10 to 30 minutes. The intent of SSR is to ensure that time is available for uninterrupted

reading. With the entire school involved, it conveys the message that everyone is a reader (Morrow, p 22)

Trelease (1995) states that "SSR is based upon a single principle: Reading is a skill. And with all skills, the more you use it, the better you get at it" (p. 194). He notes that children who engaged in a daily SSR program scored higher on test scores than students who did not. Nonetheless, in 1992 the National Academy of Education (NAEP) found that 50% of students do not engage in a daily SSR program in school.

There have been several structures recommended for implementing an SSR program. Avery (1993) has created a program that extends SSR called Reading Workshop. This program allows children to experience literature in a variety of ways. Children may choose to read alone or with a partner, tell stories from illustrations or recite them from memory, and still others may explore books through browsing (Avery, p. 311).

During Reading Workshop, students are responsible for their own reading, choosing what books to read or abandon. This does not mean the teacher is a passive participant; while Reading Workshop is being conducted, she spends her time interacting with students as they read. Teachers and students spend quality time together reflecting on the literature being read. Swift (1993) supports Reading Workshop, noting that "it successfully improves reading comprehension and counters negative attitudes" (p. 366).

Krashen (1993) promotes an in-school free reading program known as free voluntary reading (FVR). Krashen states that due to lack of proficient literacy skills, many Americans are unable to cope with the literacy demands of a complex society. He believes the FVR is the remedy that will cure this country's literacy disease. Krashen proclaims

> FVR is the missing ingredient in the first language 'language arts' as well as in intermediate second and foreign language instruction. It will not, by itself, produce the highest levels of competence, but rather, it provides a foundation so that higher levels of proficiency may be reached (pg. 1)

Krashen states that schools should incorporate some type of free reading program into their curriculums. He contends that in-school FVR promotes literacy growth in children. In one study he compared reading comprehension test scores of students in an in-school free reading program to those in a traditional reading program. The results showed that students participating in FVR scored as well, and in many cases, better than students in the traditional reading program. The effectiveness of FVR programs were even more consistent in programs lasting longer than one year.

Project Outcomes and Solution Components

As a result of altered curricular emphasis on reading, during the period of September 1995 to January 1996, the targeted 1st, 2nd, and 3rd grade students' attitudes toward recreational reading will improve, as measured by teacher observation and reading surveys. (Appendixes A, C, & D)

In order to accomplish the terminal objective, the following strategic procedures are proposed:

1. A classroom library corner will be set up in each room. This area will be equipped with comfortable seating to make this an inviting area which will welcome students to read for pleasure.
2. A read aloud time will be allocated for each classroom's daily schedule, the

teacher, students, and guest readers, including both school personnel and outside readers will read to the class.

3. Sustained Silent Reading (SSR) will be included into each classroom's daily schedule. Students will choose a book to read independently or with a partner for approximately 15 minutes a day.

4. To promote reading for pleasure, literature-related activities will be incorporated into each classroom's weekly reading program.

Action Plan for the Intervention

I. Survey- Teacher will send home a survey for parents and will conduct individual surveys with students in their classes.

A. Parent Survey (Appendix C)

B. Elementary Reading Attitude Survey (Appendix A)

II. Free Choice Activities- Students will be given approximately 10 minutes of free time per day to participate in an activity of their choice. For the first week student activities will be observed and recorded by the classroom teacher on a daily basis. A monthly check will be conducted thereafter. (Appendix D)

III. Book Corner-A library corner will be established in each classroom.

A. An inviting area will be provided.

1. Comfortable seating

2. Carpeted area

3. Stuffed animals

4. Colorful pictures or artwork

B. Reading material will be provided

1. Books-some multiple copies (Appendix G)

2. Magazines

3. Comics

4. Newspapers

5. Books on tape (Appendix G)

C. Area will be in a private, quiet spot in the classroom

D. Bookshelves will be organized with color-coded stickers

IV. Read Aloud- Approximately 15 minutes of read-aloud time will be allocated for each classroom's daily schedule

A. Teacher as the oral reader

B. Guest as the oral reader

C. Multi-age person as the oral reader

D. Pupil as the oral reader

V. Reading Workshop/SSR- Students will spend no less than 15 minutes a day reading for enjoyment

A. Permanent SSR time will be allotted in the daily classroom schedule

B. Teacher will engage in silent reading along with students and offer individual student support when needed

C. Mini lessons will be conducted to introduce SSR at the start of the program

D. Students will be assigned reading-buddies

1. Peer reading

2. Cross age partner reading

E. Each student will have a personal reading log. Time will be allotted at the end of each SSR time so student can reflect on what was read

VI. Literature-related activities will be integrated into the language arts program

A. Activities will be planned that relate to literature

1. Cooking

2. Book share

3. Filmstrips

4. Video

5. Art projects

6. Poetry

7. Publish books

8. Comparing authors, illustrators, and books

B. A variety of teaching strategies will be utilized

1. cooperative groups

2. graphic organizers

The following time line will be implemented during the research period

1. Initial surveys (parent, teacher, student)-September (Appendixes A, C, F)

2. Daily read-aloud-September through January

3. Reading Workshop/SSR-September through January

4. Classroom library established-September/October

5. Literature-related activities-September through January

6. Buddy-reading program-October through January

7. Teacher anecdotal records-September through January (Appendix D)

8. Student journals-September through January

9. Exit surveys-January (Appendixes A & C)

Methods of Assessment

The following methods of assessments will be used by the researchers

1. Initial surveys-September (Appendix A & C)

2. Teacher checklist-October through January (Appendix D)

3. Exit surveys (parent, student)-January (Appendixes A & C)

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this action research project was to promote positive student attitude toward recreational reading. To elicit the proceeding objective a classroom library corner was designed in each classroom, a Sustained Silent Reading program (SSR) and teacher read aloud time was implemented into daily classroom schedules, and literature-based activities were integrated into the language arts program.

Prior to the start of the 1995-1996 school year a classroom library corner was established in each of the targeted classrooms. The library corners were carpeted and contained comfortable seating such as large soft pillows and bean bags. Each area housed at least one tape recorder with headphones, and a multitude of books on tape. Reading posters, puppets, film strip viewers, and stuffed animals were additional items placed in some of the classroom library corners.

Each library corner contained a large selection of books (approximately five per child) from a variety of genres. The books were systematically organized by subject area (Educational, holidays, mysteries, animals, novels, etc.). A colored sticker was placed on the binding of each book in the library, a different color sticker represented each subject area. For example, novels were color-coded yellow in one classroom library, so if a child wanted to read a novel he or she would go to the section of the library containing books

with yellow stickers. Organization in the libraries was easily maintained and books were more accessible to students because of the color-coded book system.

To further maintain order in the classroom libraries a student librarian was chosen weekly. This person would redistribute books that were misplaced and organize the bookshelves. The librarian would notify the teacher if any library books were damaged.

A Sustained Silent Reading period (SSR) was allotted for each classroom's daily schedule. Although the time allotted for SSR varied for each grade level, students and teachers spent a minimum of fifteen minutes a day reading for enjoyment. First grade students participated in SSR daily from 11:30 to 11:45, second graders from 2:00 to 2:20, and third graders from 12:25 to 12:55. The purpose of SSR was to allow students uninterrupted reading time in the classroom.

At the beginning of the school year each teacher conducted a short mini-lesson to introduce students to the process and procedure of SSR. Students were allowed to read silently by themselves or quietly with a friend (book buddy) during this time. Book buddies were chosen by the students and might change from day to day.

During SSR teachers engaged in silent reading along with students. Often times teachers would be found sitting on the carpeted area of the library corner reading a book. On other occasions teachers might be reading quietly with a student and/or supporting those who needed assistance with a book.

Teachers in the targeted classrooms spent a minimum of 15 minutes a day reading aloud to students. Books read aloud often related to the subject area being studied in class or upcoming holidays. Student selected books were also read by teachers. Guest

readers visited the 1st grade classroom to read aloud to students. Readers included staff members such as: principal, secretary, librarian, special service facilitator, and school nurse. In all three classes pupils were given opportunities to read a book to the class during read aloud time. On various occasions multi-age students read aloud to students in each of the three targeted classrooms. Original plans called for outside guest readers, due to insufficient number of volunteers and lack of time, researchers eliminated this intervention from the research project.

Literature-based activities were planned and executed in each of the three targeted classroom throughout this research project. In September the 1st and 2nd grade classes engaged in a variety of activities to commemorate Johnny Appleseed's birthday. The festivities, inspired by Steven Kellogg's book Johnny Appleseed, extended across the curriculum. After reading and discussing his book students participated in a variety of activities. These activities included: making apple crisps and apple dip, researching the history of apples in America, using Venn diagrams to compare and contrast apple orchards in the United States, making apple prints and puppets, graphing, weighing, and measuring apples, watching a video on Johnny Appleseed, and writing in reflective journals.

Halloween was the focus of October's literature-related activities. First-grade students listened to the book The Little Old Lady who was not Afraid of Anything by Linda Williams. Students were asked to write a conclusion and draw an illustration for the story. Each conclusion was compiled into a class book and displayed at open house. Second-grade students read Halloween ABC by Eve Merrian and then created and published their own ABC book which was placed into the classroom library center. After

listening to the teacher read Berenstein Bears' Trick or Treat, 3rd grade students wrote and published expository papers on Halloween safety. Third graders then read their expository papers to 1st grade reading buddies.

November activities centered around the celebration of Thanksgiving and the study of Pilgrims. First grade students listened to their teacher read the story A Turkey for Thanksgiving by Eve Bunting. After listening to the story, children wrote what they thought a turkey would say if it could talk. A turkey shaped book was published and placed in the classroom library corner. First graders also read Samuel Eaton, The Life of a Pilgrim Boy, by Kate Waters and made a Venn diagram to compare a pilgrim boy's life to a modern boy's life. Second grade read Sarah Morton's Day and Samuel Eaton both written by Kate Waters. Second grade students made Venn diagrams to compare the life of a pilgrim child and a modern child. Third grade students read the book Pilgrims' First Thanksgiving by Ann McGovern and discussed nouns. Each child was given three paper feathers and asked to write a Thanksgiving noun (person, place, and thing) on each of the three feathers. The feathers were then placed on a large paper turkey and displayed in the classroom for further reference. All three targeted classrooms watched and discussed the video "Mouse on the Mayflower."

"The Nutcracker" was the theme for both 1st and 2nd grade classes in the month of December. The 1st grade teacher read The Nutcracker Ballet by Carol Thompson, aloud to the class and then showed the movie. Students then used a Venn diagram to compare and contrast the story and video and discussed point of view. Second grade students also watched The Nutcracker video and then listened to the teacher read The

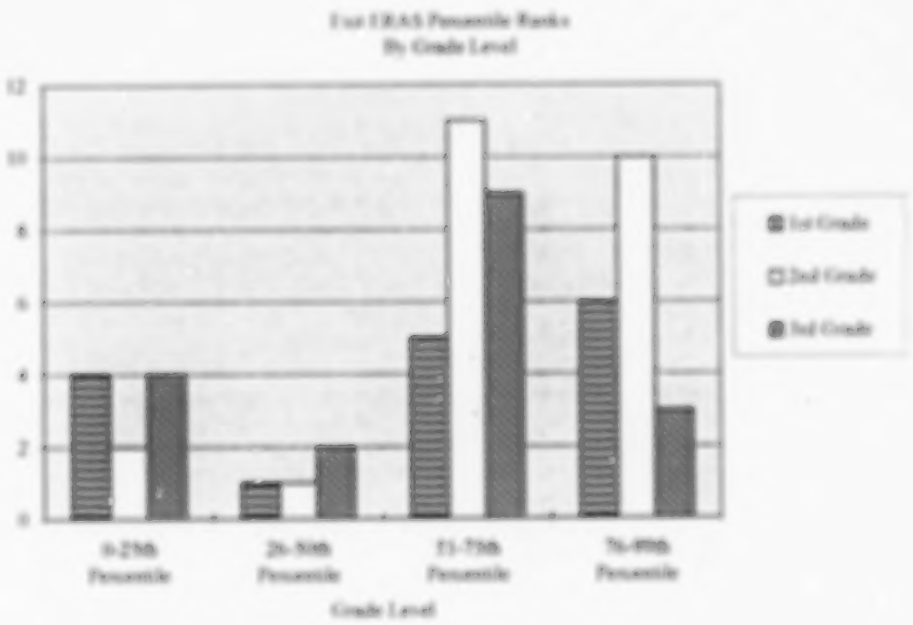
Nutcracker adapted by Janet Schulman. Students then worked in cooperative groups to make Venn diagrams comparing and contrasting the video and book. The music instructor integrated the Nutcracker theme into her music curriculum in grades one and two. First and second grade students also brought in favorite Christmas books to share with classmates. Many of these books were read aloud by the teacher or students.

A wide variety of literature-based activities were completed during the winter months. First grade students wrote and published cooperative story books. Each group of four to five students wrote a story book and then presented this book to a kindergarten classroom. Second grade students read several books on tall tale heroes and used Venn diagrams to compare and contrast how different authors and illustrators portrayed these heroes. Third grade students wrote winter poems after listening to "Caps, Hats, Socks, and Mittens" by Louis Broden. Third graders also wrote and published persuasive papers based on Steven Kellogg's book Can I Keep Him?

Presentation of Analysis of Result

At the conclusion of the project intervention follow-up student and parent surveys were administered. Figure 6 through Figure 12 present the data researchers collected and analyzed prior to presenting their conclusions and recommendations.

Figure 6

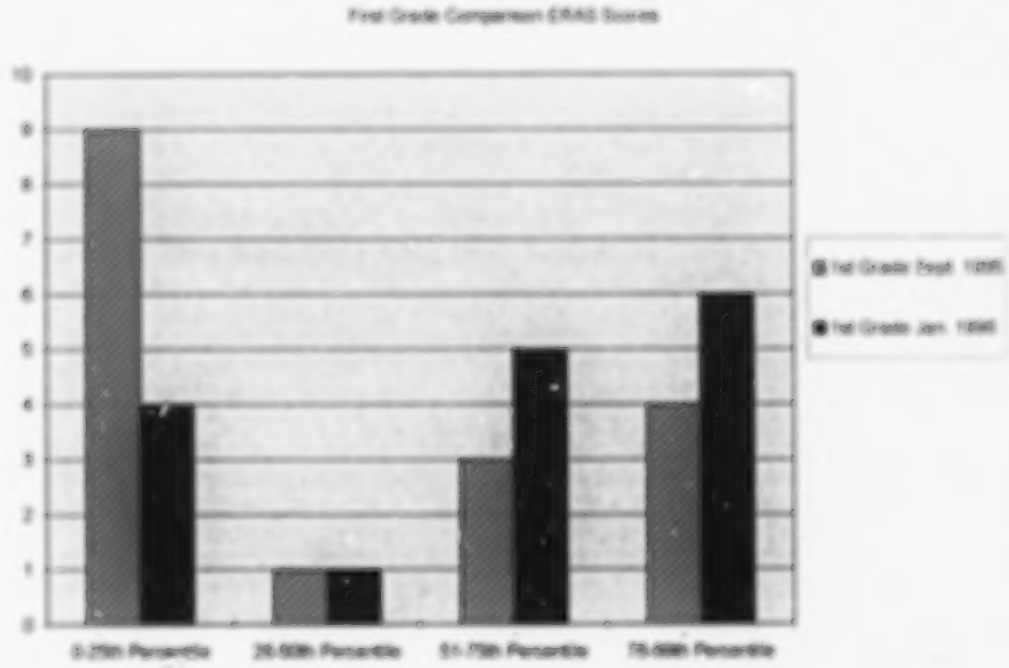


At the end of the project, students were administered Elementary Reading Attitude Survey (ERAS) for the second time. Significant increases in scores were noted in comparing the results of the initial and final ERAS. Note in Figure 6 that 69% of first graders, 92% of second graders, and 66% of third graders scored above the 51st percentile. Although 31% of first graders, 13% of second graders, and 33% of third

graders scored below the 50th percentile, the number of students scoring below the 50th percentile decreased per grade level. An increase in the number of students scoring above the 51st percentile was noted for each grade.

Each grade level increased its class average from the pre to post survey. Figures 7 through Figure 9 compare initial (September 1995) and exit (January 1996) grade level ERAS scores. Each of the three figures present increases in pre and post ERAS scores.

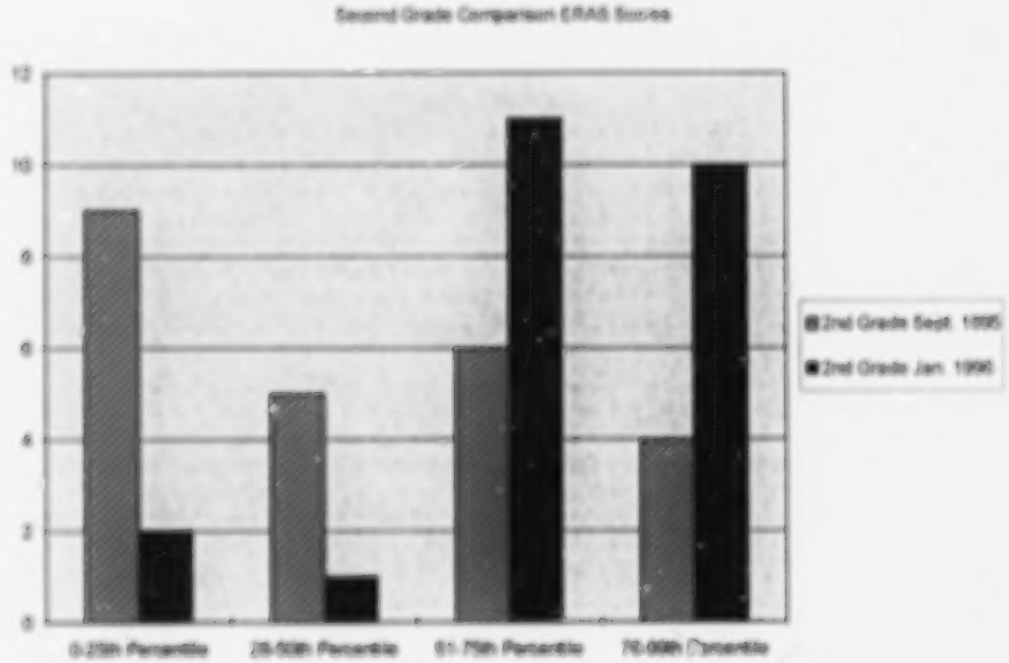
Figure 7



Note in Figure 7, the number of first grade students scoring below the 50th percentile decreased by 28% on the exit survey. A similar amount of increase in the number of students scoring above the 51st percentile was also calculated. The average for

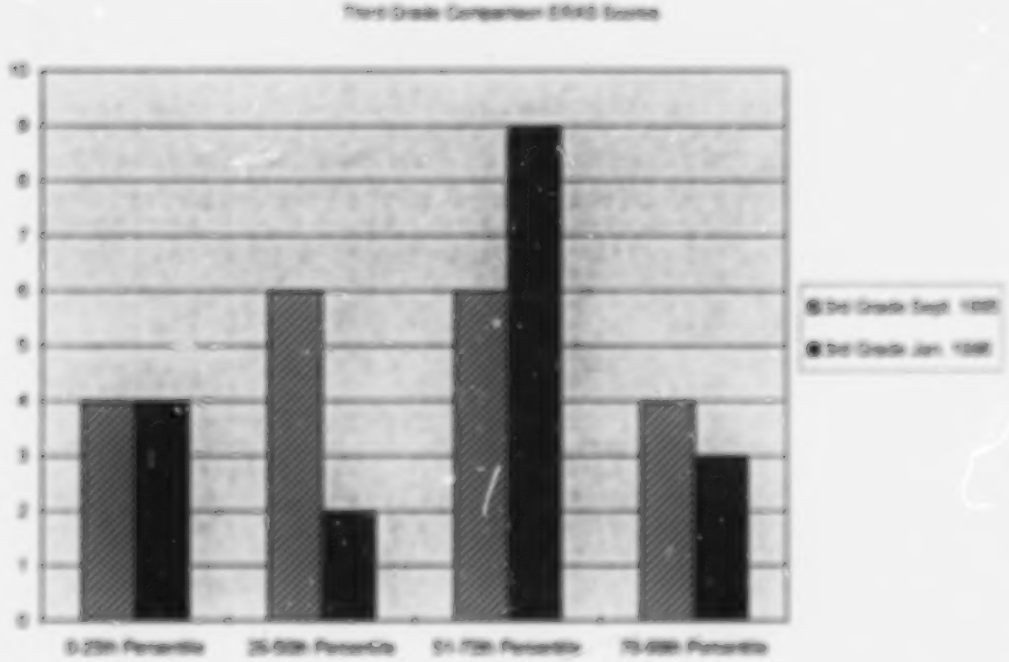
first grade's January survey ranked above the 51st percentile as compared to the September ranking of below the 50th percentile. An increase of 22 percentile points were acquired on the post survey.

Figure 8



Several changes in pre and post scores occurred in 2nd grade. The data in Figure 9 indicates that the number of students scoring below the 50th percentile has decreased by 45%. Furthermore, the number of students scoring above the 51st percentile has increased by 50%. Second grade went from an initial class average percentile rank of 38 to an exit rank of 72. Second grade had an increase of 34 percentile points.

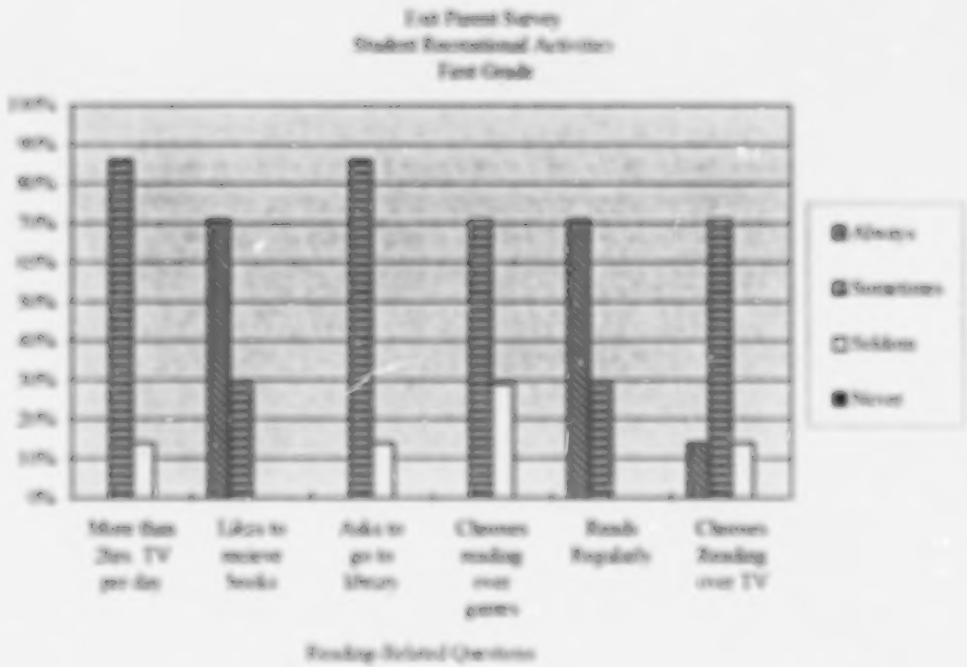
Figure 9



Third grade initial and exit scores, as demonstrated in Figure 9, also improved. There was a 17% decrease in the number of students scoring below the 50th percentile and 16% increase in the number of students scoring above the 51st percentile. Third grade's initial class average ranked in the 39th percentile with the exit average in the 56th percentile, an increase of 17 percentile points.

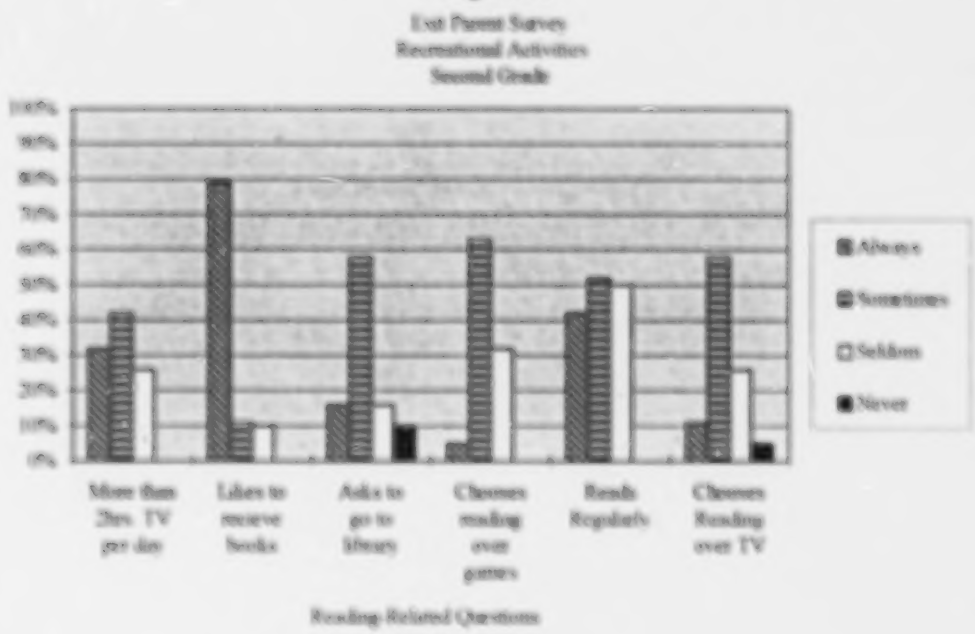
The average scores calculated for the January ER/AS of the targeted first, second, and third grade classes met or exceeded grade level norms. These results are represented in Figure 7, 8, and 9.

Figure 10



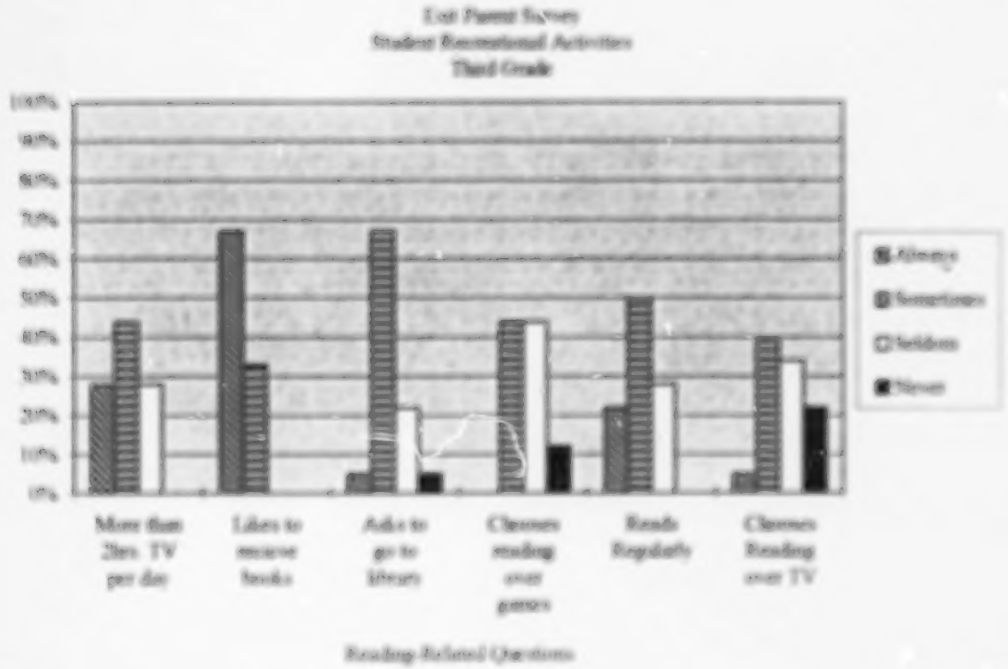
The 1st grade Exit Parent Survey indicated that 80% of the children watch two or more hours of television per night (Figure 9). This shows a decrease of eight percent from the initial survey. Parents also stated on the exit survey that nearly 100% of the children enjoyed receiving a book for a gift. This is more than a 20% increase from the initial survey. There was also a 20% increase in the number of students who ask to go to the library. The exit survey also acknowledged that three-fourths of the children would choose reading over playing, an increase of almost 25% from original survey results. In comparing the amount of children choosing reading over television in the initial and concluding surveys, no significant change was noted.

Figure 11



No significant increase was noted in any one area when comparing the initial and exit surveys of 2nd grade parents (Figure 11). There were, however, minor decreases in some areas. The number of students who enjoyed receiving a book for a gift decreased by 10% in the exit survey. One hundred percent of parents indicated that children enjoyed receiving a book for a gift on the initial survey whereas only 90% indicated so on the exit survey. Fifteen percent fewer children asked to go to the library on the exit survey than the initial survey. No significant change between the initial and exit surveys was noted for the remaining questions. Seventy-five percent of the children continued to watch more than two hours of television per night and preferred to read a book than play a game.

Figure 12



Significant increases and minor decreases were acknowledged between the initial and exit survey completed by 3rd grade parents (Figure 12). Initial parent surveys stated nearly 90% of children always or sometimes spent an excess of two hours per day watching television. Less than three quarters of the parents indicated children watched this much television on the exit surveys. Post-parent surveys also note that two-thirds of children enjoyed receiving a book for a gift whereas only half indicated so on the pre-survey. Initial parent surveys indicated that nearly 20% of children are not reading on a regular basis. Final survey indicated that all children engaged in some regular reading. The percent of children who asked to go to the public library decreased 7% from the initial

to final survey. Parents surveyed initially noted that more than 11% of the children always preferred reading to watching television, only 5% indicated so on the exit survey.

In reviewing teacher anecdotal records of in-school student free-time activities (Appendix K) researchers note and increase in the number of students choosing to read books. Although the majority of students (more than half) continued to engage in activities other than reading, the number of students engaging in reading activities increased from the start to finish of the project.

Conclusions and Recommendations

Based on the results of the exit ERAS and teacher anecdotal records, the researchers conclude that student attitude toward recreational reading has improved. Although the amount of time children spend reading has not shown significant improvement, the intervention appears to have had a positive effect on student attitude toward recreational reading. On the ERAS students responded positively toward a variety of recreational reading activities both in and out of the classroom setting. According to the post ERAS survey students reported feeling most "excited" about receiving a book for a gift, starting a new book, and visiting a book store (Appendix H). Teachers observed an increase in student use and time spent in the classroom library (Appendix K), as well as enthusiasm toward daily SSR and teacher read-aloud activities.

The design of the classroom library had a positive influence on student attitude toward recreational reading in the classroom. The warm, cozy atmosphere of the classroom library attracted students to the reading corner and inspired a desire to read. The availability of books, stuffed animals, and comfortable seating enticed student interest

in partaking in the corner. The systematic organization of books in the library corner was user friendly and provided convenient access to books from a variety of genres.

Researchers recommend a classroom library corner that contains a minimum of 5 books per student, some multiple copies of books, and books on tape. The corner should be a quiet and private area partitioned from the rest of the classroom. It should be easily accessible to students and big enough to house at least 5 children at one time. Decorate the reading corner to advertise reading by covering its surrounding walls with reading posters and bulletin boards. A carpeted library corner is ideal however not always possible. Each classroom library corner should contain comfortable seating such as bean bag chairs, large pillows, cushioned chairs, large stuffed animals, and the like. Systematic organization of books in the classroom library provides convenience for book selection and maintains orderly bookshelves.

Students in each of the targeted classrooms favored daily SSR programs. The Silent reading sessions provided a time for students' minds to "escape" the confines of the classroom and enter into a new world. SSR became a quiet, self-selecting part of the day when students were free to choose their reading materials. Students might be seen reading with a partner one day and in solitude the next. Due to student support, and demand, the amount of time spent in each silent reading session increased in grades two and three from the start of the program. At the completion of the program students in these classrooms were spending an average of 30 minutes a day in SSR sessions.

Based on teacher observation and student support, researchers recommend that a minimum of 15 minutes per day be appropriated to a silent reading program. The

researchers conceive that a consistent silent reading program positively influences student attitude toward recreational reading. Teachers and students alike should spend the allotted SSR time reading for pleasure. Researchers acknowledge that it may not be easy for teachers to sacrifice the free-time made available during SSR, but the positive impact that adult modeling has on children should far outweigh the sacrifice.

Throughout the project 2nd and 3rd grade students used reading response journals to reflect on books read during SSR (Appendix I & J). Students were enthusiastic about writing in their response journals and ardent about sharing entries with their classmates. Student journal entries became more thoughtful as the project progressed. First grade students did not write individual journal entries, but extended many of the books read whole class.

Researchers recommend that reading response journals succeed SSR sessions. Journaling may not directly influence student attitude toward reading, but provides time for students to process and evaluate their reading and/or reading material. Once again, teacher modeling is recommended.

Teachers in each of the targeted classrooms read picture books, stories, novels, and the like aloud to students. A minimum of fifteen minutes per day was spent reading aloud to students. As the project progressed, these teachers noted several amazing reading habits developing in their pupils. Students began bringing their favorite story books to school for teachers to read to the class. A large number of students began carrying books to the lunch room and out for recess. More and more students were caught secretly reading storybooks and novels hidden inside their desks. Students selected

books previously read aloud by teachers to read silently during SSR. Students had become absorbed in pleasure reading. Reading aloud to students inspires in them a desire to read. As Jim Trelease (1995) stated "reading aloud serves as a kind of commercial for the pleasures of reading. This in turn serves as a catalyst for the child wanting to read on his own" (p. 11).

Researchers advocate that teacher role modeling motivates students to read and also improves student attitude toward recreational reading in the classroom. Reading aloud to students is an important factor in improving student attitude toward pleasure reading. Teachers had noticed that students (especially in grades two and three) enjoyed reading books in series. Reading aloud to students can be a time for teachers to expose children to a variety of literature and authors. Display in the library corner books read-aloud to students so interested students can select from these readings.

It is suggested by the researchers that teachers spend a minimum of 15 minutes per day reading aloud to pupils. Most teachers have good intentions of reading aloud to their students, but read-alouds are often put at the bottom of a long list of material that needs to be covered. Researchers found that allotting a designated read-aloud time into the daily schedule best insures that sessions will not be neglected day after day. If the classroom library corner is large enough, gathering students in the corner for daily read-aloud sessions is recommended.

In comparing the baseline and final results of ERAS, student attitude toward recreational reading in school increased significantly. However, in comparing the initial and exit parent-surveys the action plan had little impact on student attitude toward

recreational reading outside school. Researchers recommend that more home and parent involvement be implemented in order to significantly influence student attitude toward reading for pleasure outside of school. The benefits that recreational reading offer both individuals and society are immense. As Trelease (1995) states "reading is the ultimate weapon-destroying ignorance, poverty, and despair before they can destroy us. A nation that doesn't read much doesn't know much." (pg. xxxvi)

It is the duty of educators and parents alike to model reading for pleasure and provide children with a print rich environment. If parents and teachers find a way to enkindle a love of books in children, it is more likely that these children will teach their children to value books and reading. As Mark Twain stated (as cited in Avery 1993) "the man who does not read has no advantage over the man who can't."

REFERENCES

Anderson, R. C., Heibert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Becoming a nation of readers: The report of the commission of reading. Washington, D.C.

Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. Reading Research Quarterly, 23, 285-303.

Avery, C. (1993). And with a light touch. Portsmouth, New Hampshire: Heinemann.

Bader, L. & Wiesendanger, K. D. (1989). The Reading Teacher, 41, 345-347.

Barnett, J. E. & Irwin, L. (1994). The effects of classroom activities on elementary students' reading attitudes. Reading Improvement, 31, 113-121.

Berliner, D. C. & Casanova, U. (1993). Putting research into work in your school. New York: Scholastic.

Butler, C. (1980). When the Pleasurable is measurable: Teachers reading aloud. Language Arts, 57, 882-885.

Community Consolidated School District 146. (1994). State School Report Card. State of Illinois.

Fractor, J. S., Martinez, M. G., Teale, W. H., & Woodruff, M. C. (1993). Let's not miss opportunities to promote voluntary reading: Classroom libraries in the elementary school. The Reading Teacher, 46, 476-484.

Greaney, V. (1986). Parental influences or reading. The Reading Teacher, 39, 813-818.

Gunderson, B. V. (1976). Reading: to dare is to do. Language Arts, 53, 370-372.

Henk, W. A., & Melnick, S. A. (1995). The reader self-perception scale (RPS): A new tool for measuring how children feel about themselves as readers. The Reading Teacher, 48, 470-481.

Howard, D. (1993). Reading attitude and preservice teachers. Reading Improvement, 30, 176-179.

Kear, D. J., & McKenna, M. C. (1990). Measuring attitude toward reading: A new tool for teachers. The Reading Teacher, 43, 626-639.

Koskinen, P S. (1993). Motivating independent reading and writing in the primary grades through social cooperative literacy experiences. The Reading Teacher, 47, 162-165.

Krashen, S. (1993). The power of reading. Englewood, CO: Libraries Unlimited.

Morrow, L. M. (1987). Promoting inner-city children's recreational reading. The Reading Teacher, 41, 266-371.

Morrow, L. M. (1985). Promoting voluntary reading in school and home. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Morrow, L. M., & Sharkey, E. A., (1993). Motivating independent reading and writing in the primary grades through social cooperative learning experience. Reading Teacher, 47, 162-165.

Morrow, L. M., & Weinstein, C.S. (1986). Encouraging voluntary reading: The impact of a literature program on children's use of library centers. Reading Research, 21, 330-346.

Sancore, J. (1992). Encouraging the lifetime reading habit. Journal of Reading, 35, 474-477.

State School Improvement Team. (1994). Memorial Elementary School improvement plan: Analysis of existing data.

Swift, K. (1993). Try reading workshop in your classroom. The Reading Teacher, 46, 366-371.

Trelease, J. (1995). The read aloud handbook (3rd ed.). New York: Penguin Books.

APPENDIXES

Appendix A

Elementary Reading Attitude Survey

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

5. How do you feel about spending free time reading?

BEST COPY AVAILABLE

Appendix A (Continued)

Elementary Reading Attitude Survey

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?

9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?

Appendix B

Letter to Parents

September 25, 1995

Dear Parents,

We are currently enrolled in a Master's of Education program at Saint Xavier University. As part of this program we will be conducting an action research project. From time to time we will be sending brief questionnaires or surveys for you and/or your child to fill out. Survey results will remain anonymous and will not affect students' grades.

We thank you in advance for your cooperation. Feel free to contact us at Memorial (614-4535) if you have any questions or concerns.

Nancy Angeletti

Carita Hall

Eileen Warmac

_____

I have read the note regarding the use of surveys for teacher research.

Parent's Signature _____

Appendix C

- Parent Survey

Please answer each question by marking the appropriate box, then send it to school with your child. Your prompt attention is appreciated. Please return by Friday, September 29th. Thank you in advance for your cooperation.

	ALWAYS	SOMETIMES	SELDOM	NEVER
My child usually watches more than two hours of TV a day.				
My child likes to receive a book for a gift.				
My child listens to the radio after school.				
My child participates in after school sports activities.				
My child asks to go to the library.				
My child plays with friends after school.				
My child likes to read more than play games.				
My child does his/her homework immediately after school.				
My child likes to be read to on a regular basis.				
My child likes to read more than watch TV.				

Appendix D

Teacher Observation Checklist

Free-Time Activities

Teacher _____ Grade _____

Date	# of children choosing a book.	# of children choosing other activities.

Appendix E
Letter to Teachers

September 25, 1995

Teachers,

The following survey is being conducted in accordance to a master's program. Please take the time to answer the following questions and return the survey in one of the teachers' names listed below. Survey results will remain anonymous. We thank you in advance for your cooperation and promptness.

Due Date: Friday, September 29th

Nancy Angeletti

Carita Hall

Eileen Warmac

Appendix F

TEACHER SURVEY

Please return by Friday, Sept. 29th

✓ **the appropriate box.**	**DAILY**	**3 TIMES A WEEK**	**LESS THAN 2 TIMES A WEEK**
I read aloud to my class			
I find time to read at home			
My students keep a reading journal			

✓ **the appropriate box.**	**STRONGLY AGREE**	**AGREE**	**DISAGREE**	**STRONGLY DISAGREE**
I believe reading aloud to children is an essential part of the curriculum				
SSR is a beneficial reading program which should be incorporated in the curriculum				

✓ **the appropriate box**	**YES**	**NO**
My classroom contains at least 4 books per child		
My classroom is equipped with a reading corner/area		

My students engage in _____ minute of SSR time a week.

Appendix G

Sample Classroom Library Book Collection

Single Copy Books

Brett, J. (1987). Goldilocks and the three bears. New York: Dover.

Broden, L. (1989). Caps, Hats, Socks, and Mittens. New York: Scholastic.

Bunting, E. (1993). A turkey for Thanksgiving. New York: Scholastic.

Cohen, B. (1983). Molly's Pilgrim. New York: Lee & Shepard Books.

Cole, E. (1969). The very hungry caterpillar. New York: Putnam.

Delton, J. (1989). The pooped troop. New York: Dell.

Demarest, C.L. (1991). No peas for Nellie. New York: Mc Millan.

Ets, M.H. (1963). Gilberto and the wind. New York: Puffin Books.

Evans, L. (1986). The little old lady who was not afraid of anything. New York: Harper Collins.

Keats, E.J. (1965). John Henry, an American legend. New York: Scholastic.

Kellogg, S. (1992). The Christmas witch. New York: Dial.

Kellogg, S. (1988). Paul Bunyan, a tall tale. New York: Marrow.

Levitin, S. (1970). Journey to America. New York: Scholastic.

McGovern, A. (1993). Pilgrims' First Thanksgiving. New York: Scholastic.

McKissack, P. (1986). Flossie and the fox. New York: Dial.

McPhail, D. (1985). Emma's pet. New York: E.P. Dutton.

Merriam, E. (1987). Halloween ABC. New York: Macmillan.

Paterson, K. (1977). Bridge to Terabithia. New York: Harper Trophy.

Rockwell, T. (1992). How to eat fried worms. New York: Dell.

Sadler, M. (1983). It's not easy being a bunny. New York: Random House.

Single Copy Books

Schulman, J. (1979). The nutcracker. New York: Bullseye Books.

Schwartz, A. (1991). Ghosts and ghostly tales from folklore. New York: Harper Collins.

Scieszka, J. (1992). The stinky cheese man and other fairly stupid tales. New York: Viking Press.

Sharmut, M. (1980). Gregory the terrible eater. Ohio: McMillan.

Silverstein, S. (1981). A light in the attic. New York: Harper Collins.

Silverstein, S. (1964). The giving tree. New York: Harper Collins.

Silverstein, S. (1974). Where the sidewalk ends. New York: Harper Collins.

Steig, W. (1976). Abel's island. New Jersey: Troll.

Stine, R. L. (1992). Stay out of the basement. New York: Scholastic.

Thompson, C. (1994). The Nutcracker Ballet. New York: Scholastic.

Van Allsburg, C. (1981). Jumanji. Boston: Houghton-Mufflin.

Van Allsburg, C. (1985). The polar express. Boston: Houghton-Mufflin.

Waters, K. (1993). Samuel Eaton's day. New York: Scholastic.

Waters, K. (1989). Sarah Mortan's day. New York: Scholastic.

White, E. B. (1980). Charolette's web. New York: Harper Row.

Multiple Copy Books

Banks, R. L. (1980). The Indian in the cupboard. New York: Avon Camelot.

Berenstain, J., & Berenstain, S. (1989). Santa bear. New York: Random House.

Berger, M. (1995). A whale is not a fish. New York: Scholastic.

Bourgeois, P. (1969). Franklin and the tooth fairy. New York: Scholastic.

Appendix G (Continued)

Sample Classroom Library Book Collection

Multiple Copy Books

Bunting, E. (1991) A turkey for Thanksgiving. New York: Scholastic.

Cohen, C. (1988) The mud pony. New York: Scholastic.

Cole, J. (1985) Monster manners. New York: Scholastic.

Hoban, R. (1964) Bread and jam for Francis. New York: Harper Collins.

McGovern, A. (1968) Stone soup. New York: Scholastic.

McGuire, L. (1992) The terrible truth about third grade. New Jersey: Troll.

Poole, M. (1981) The lion who wouldn't brush his teeth. North Carolina: Dental Publications.

Grimm, J. (1979) Twelve dancing princesses. New Jersey: Troll Associates.

Gross, R. (1988) Hansel and Gretel. New York: Scholastic.

Richardson, I.M. (1988) The fisherman and his wife. New Jersey: Troll Associates.

Santrey, L. (1982) What makes the wind? New Jersey: Troll Associates.

Waters, K. (1991) Samuel Eaton's day. New York: Scholastic.

Waters, K. (1989) Sarah Morton's day. New York: Scholastic.

Books on Tape

Anderson, H. (1973) Thumbelina. New York: Miller-Brady.

Anderson, H. (1973) The ugly ducking. New York: Miller-Brady.

Banks, R.L. (1980) The Indian in the cupboard. New York: Avon Camelot.

Disney, W. (1970) The three little pigs. Walt Disney Educational Media.

Grimm, J. (1970) Hansel and Gretel. New York: Educational Reading Service.

Appendix G (Continued)

Sample Classroom Library Book Collection

Books on Tape

Alborough, N. (1993). Cuddley Duddley. MA: Candlewich Press.

Carrick, C. (1983). Patrick's dinosaurs. New York: Houghton Mifflin.

Cocca-Leffler, M. (1990). Wednesday is spaghetti day. New York: Scholastic.

Cole, J. (1987). The magic school bus at the waterworks. New York: Scholastic.

Cole, J. (1987). The magic school bus inside the earth. New York: Scholastic.

Grimm, J. (1979). The musicians of Bremen. Weston, Conni Weston Studio.

Greydanus, R. (1980). Susie goes shopping. New Jersey: Troll.

Greydanus, R. (1980). Tree house fun. New Jersey: Troll.

James, T. (1970). Peter and the penny tree. New Jersey: Troll.

Peters, S. (1980). Stop that rabbit. New Jersey: Troll.

Appendix H

Collective ERAS Survey Response

	Exited		Happy		Grumpy		Upset	
ERAS Questions	Sept. 1995	Jan. 1996	Sept. 1995	Jan. 1996	Sept. 1995	Jan. 1996	Sept. 1995	Jan. 1996
1. How do you feel when you read a book on a rainy day?	21	22	14	27	8	3	8	5
2. How do you feel when you read a book in school during free time?	18	31	16	13	10	5	11	8
3. How do you feel about reading for fun at home?	27	22	13	19	8	10	5	6
4. How do you feel about getting a book for a present?	31	40	14	13	1	1	8	2
5. How do you feel about spending free time reading?	10	23	22	21	7	6	15	7
6. How do you feel about starting a new book?	36	43	6	11	3	3	8	0
7. How do you feel about reading during summer vacation?	17	23	16	20	7	1	13	13
8. How do you feel about reading instead of playing?	8	16	10	14	11	7	24	17
9. How do you feel about going to a bookstore?	36	50	13	5	5	0	10	0
10. How do you feel about reading different kinds of books?	26	38	17	14	4	3	7	1

Appendix I

Second Grade Student Sample Journals

READING JOURNAL

Title of Book: Six-Dinner Sid

Author: Inga Moore

Characters: Sid, Sid's owners, and the vet.

This book was about: a cat that had six dinners in one day because Sid was a six dinner cat a day.

I liked or disliked this book because: I liked this book because it was about a cat.

BEST COPY AVAILABLE

APPENDIX I (Continued)

Second Grade Student Sample Journals

The most interesting part:

When the wolf falls for Wagk Giaco nuts on the tree it was funny and very interesting I loved that part the best

Name:

Title: Loo Shala

Author: Ed Young

A good part in the book:

I like the part where Wayare tricking the wolf, and the Y...ll him!!!

These are the new words I learned:

Bb Pj

Grandmother

cunning

awl

home

BEST COPY AVAILABLE

Appendix I

Third Grade Sample Journals

Today in S.S.R. I read
Good Work, AMELIA
BEDELIA. It's [illegible] Rogers
[illegible] again. Nancy said [illegible]

Today in S.S.R. I read
The Indian In The Cupboard.
It's a good book. Tim or Cross
[illegible] about a friend Patrick.
They play a trick on Tim's mom from
plastic. I read like mom. Know
they have them at school!

Today in class I red
my Halloween story I
Linny is Mrs. Angletti.
He said his favet part
was costume safety
I liked fire proof I
hope I can work with him agen

BEST COPY AVAILABLE

Appendix K

Teacher Observation of Checkist of Student Free-Time Activities

First Grade

Date	# of children choosing a book	# of children choosing other activities
9-18-95	0	19
9-19-95	2	17
9-20-95	1	18
9-21-95	0	19
9-22-95	2	16
10-11-95	2	17
11-2-95	4	14
1-11-96	7	12
2-21	5	14

Second Grade

Date	# of children choosing a book	# of children choosing other activities
9-11-95	0	24
9-12-95	0	24
9-14-95	0	24
9-15-95	1	23
9-18-95	1	23
10-17-95	5	19
11-13-95	7	17
12-18-95	6	18
1-22-96	4	20

Appendix K (Continued)

Teacher Observation of Checklist of Student Free-Time Activities

Date	# of children choosing a book	# of children choosing other activities
9-10-95	6	15
9-11-95	3	18
9-18-95	1	15
10-13-95	1	15
11-27-95	2	18
12-5-95	9	10
1-6-96	9	11

Appendix L

Bibliography

Berliner, D. C. & Casanova, U. (1993). Putting research to work in your classroom. New York: Scholastic.

Codling, R. M., Gambrell, L. B., & Palmer, B. M. (1994). In their own words: What elementary students have to say about motivation to read. The Reading Teacher, 48, 176-178.

Dowhower, S. L. (1989). Repeated reading: Research into practice. The Reading Teacher, , 502-506.

Hong, L. K., (1981). Modify SSR for beginning readers. The Reading Teacher, 33, 888-891.

Koskinen, P. S. (1993). Motivating independent reading and writing in primary grades through social cooperative literacy experiences. The Reading Teacher, 47, 162-165.

Labbo, L. D., & Teale, W. H. (1990). Cross-age reading: A strategy for helping poor readers. The Reading Teacher, 44, 362-369.

Leland, C., & Fitzpatrick, R. (1994). Cross-age interaction builds enthusiasm for reading and writing. The Reading Teacher, 47, 292-300.

Martinez, M., & Roser, N. (1985). Read it again: The value of repeated readings during story time. The Reading Teacher, 38, 76-.

Morrow, L. M. (1985). Field-based research on voluntary reading: A process for teachers' learning and change. The Reading Teacher, (39), 331-337.

Morrow, L. M. (1982). Relationships between literature programs, library corner designs, and children's use of literature. Journal of Educational Research, 75, 339-344.

Raphael, T. E., & Mc Mahon, S. I. (1994). Book club: An alternative framework for reading instruction. The Reading Teacher, 48, 102-116.

Smith, C. B., (1989). Reading aloud: An experience for sharing. The Reading Teacher, , 320.

Trelease, J. (1989). Jim Trelease speaks on reading aloud to children. The Reading Teacher, 43, 200-206.